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ABSTRACT

Developed under the leadership of the 1970 and 1971 Extension Committee on Organization and Policy 4-H Youth Subcommittees, the brochure offers a statement of potential and new directions for Extension 4-H youth programs. Opening sections deal with the functions of 4-H and balanced 4-H program expansion to serve seven million youth. Succeeding sections discuss: youth and teenage involvement in 4-H; youth involvement in community development; understanding and improving the environment; citizenship, government, and public affairs; business and economics; career exploration and marketable skills and attitudes; international dimensions of 4-H; personal development; food and nutrition; health education; expanding the 4-H camping program; multi-agency cooperation in the conduct of 4-H youth programs; professional staff development; volunteer staff development; long-range 4-H project program development; new methods, educational use of media, and technology; 4-H communication and information programs; documentation of 4-H accountability (youth program impact and effectiveness); and research, development, and evaluation. (Author/NH)

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# 4-H IN THE 70's

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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EXTENSION SERVICE

U.S. DEPARTMENT OF AGRICULTURE

## PREFACE

*4-H in the 70's* opens an exciting new era in Extension 4-H - Youth programs. Extension personnel and supporters throughout the nation have helped build the consensus and recommendations outlined in this document as a basis for 4-H program development and implementation during the remainder of the decade.

*4-H in the 70's* is a dynamic and evolving program. It sets forth new emphases which will add to contributions 4-H can and should make in the lives of youth and the communities of which they are a part during coming decades. At the same time, the ideas and consensus set forth embody the basic ideas and principles which have made Extension 4-H - Youth programs so significant in past decades. It is consistent with the general recommendations for 4-H Youth programs in "A People and A Spirit."*

This statement of potential and new directions for Extension 4-H - Youth programs has been developed under the leadership of the 1970 and 1971 ECOP 4-H - Youth Subcommittees with strong support of the Extension Committee on Organization and Policy. The following steps were taken in its development. Initial work was done by an Ad Hoc Committee appointed by ECOP in June, 1969. Progress reports were made to State Extension Directors at the Extension Section, National Association of State Universities and Land-Grant Colleges, November, 1969 and November, 1970.

A one-day National Conference of State 4-H - Youth Leaders was held in Washington, D.C. in April, 1970 to review initial recommendations and further develop the overall program statement. At that time the 4-H - Youth Subcommittee of ECOP invited all members of State 4-H staffs and selected key resource people to contribute ideas for *4-H in the 70's* through five informal task groups. Approximately 200 Extension staff members forwarded suggestions to the task force co-chairmen for consolidation and review by the ECOP 4-H - Youth Subcommittee in August, 1970.

Copies of the preliminary draft were made available to State Extension Directors and State 4-H - Youth Staff members for review and comment. In March 1971, the 4-H - Youth Subcommittee and Task Force Co-Chairmen met for a final review of the program statement and recommended that it be published for use throughout the nation by Extension personnel and 4-H - Youth Planning groups. This recommendation was endorsed unanimously by the April 1971 National Conference of State 4-H - Youth Leaders.

*"A People and A Spirit" is the November 1968 report and recommendations made by the Joint USDA-Land Grant University Study Committee on Cooperative Extension.

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We wish to thank all who have contributed to the development of this document and strongly urge local, state and national Extension 4-H - Youth program planning groups to implement the many phases of the program for the benefit of the youth of our Nation.

1970 and 1971 4-H - Youth Subcommittees of the Extension Committee on Organization and Policy, of the National Association of State Universities and Land-Grant Colleges

Frank Graham, Director, Extension Youth Programs, Missouri
Chairman 1970, 1971

Ronald Aronson, Assistant Director, 4-H & Youth, Connecticut 1970, 1971

Edwin L. Frickey, State Leader, Youth, Indiana 1970, 1971

Eugene Williams, Director, 4-H & Youth Development Programs, Oklahoma 1971

Gordon White, State 4-H Leader, Mississippi to May 1970

Jack M. Tyree, Director, 4-H Youth, Virginia From May, 1970, 1971

George E. Hull, Director of Extension, Arizona 1970, 1971

W. E. Skelton, Director of Extension, Virginia 1970, 1971

E. Dean Vaughan, Assistant Administrator, 4-H - Youth Programs, Extension Service, U.S.D.A. 1970, 1971

Norman C. Mindrum, Director, National 4-H Service Committee–Consultant 1970, 1971

Grant A. Shrum, Executive Director National 4-H Club Foundation–Consultant 1970, 1971

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## INTRODUCTION

During the decade of the sixties many changes occurred in American life styles. These societal changes demanded that all youth-serving agencies expand opportunities for each individual during the seventies. The purpose of this document is to identify a philosophy that can serve as guidelines for the 4-H program.

The Cooperative Extension Service is committed to the goal of serving more young people of all economic, social, and racial backgrounds—both rural and urban. The 4-H - Youth Program of the Cooperative Extension Service should be strengthened and expanded to help young people become responsible, productive citizens. The intent is to capitalize on the distinguished history of 4-H accomplishment, its acceptance as a dynamic youth education program, and its support from both public and private sectors.

The program proposed relates to major national social and economic problems and to major thrusts of the USDA-Land-Grant University system—conservation of natural resources, environmental pollution control, alleviation of hunger and malnutrition, community resource development, job and career expansion, increased volunteerism, and improved international services. It proposes strengthening of youth-serving programs of the USDA. It relates 4-H to the youth programs of other Departments of the Federal government, State agencies and private youth-serving groups.

Increased support is required under the following groupings of program areas and methods: overall expansion of 4-H in both rural and urban areas; community development and quality of environment; nutrition and health; new and expanded 4-H educational program methods; individual development in citizenship, leadership, business, and careers; international dimensions of 4-H; Extension organizational and professional staff support; in-service and leader training.

The Cooperative Extension Service can expand 4-H - youth programs throughout the United States. The base from which the expansion program is to be launched consists of more than 3,900,000 youth in nearly 100,000 clubs and groups; 500,000 volunteer local leaders; 4,000 professional Extension staff members and 30,000,000 alumni.

4-H is financed by approximately $72,000,000 annually from federal, state, and local governments, and by an estimated additional $30,000,000 from private sources. Private support for 4-H is increasing rapidly: Thirty-one States now have 4-H foundations or associations, some of which have fund raising goals in excess of $1,000,000. Private support to the National 4-H Service Committee has increased by nearly 50 percent in the past 10 years, and by over 80 percent for the National 4-H Club Foundation in the past 5 years. Currently, 225 of the Nation's top business executives actively support 4-H.

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But even with such public and private support, there was a reduction in the number of professional Extension staff working in 4-H during the early 1960's. This number reached a low point in 1965 and has remained essentially constant since. Meanwhile, 4-H enrollment increased at the rate of about 250,000 members per year. Increased use of volunteers, new methods, and greater flexibility in programming made this possible. However, it is not reasonable to expect continued, significant increases in 4-H enrollment without increased funds. During the 1960's when many new youth-serving agencies and organizations received relatively large quantities of money, 4-H barely held its own in appropriated funds. Significant increase in financial support for 4-H is overdue.

The report, *A People and A Spirit*, calls for a doubling of 4-H enrollment by 1975. However, doubled 4-H enrollment cannot be accomplished without additional funding. To reach a larger portion of low-income youth, costs will be higher. Historical precedent is the basis for the assumption that additional funds for 4-H, whether from Federal, State, and local government or from the private sector, ultimately generate approximately equal additional amounts from the other sources of support.

During the '70's there must be greater reliance upon local people and funds in conducting the operational phases of 4-H and greater reliance upon the USDA-Land-Grant University system for professional expertise. Increased financial and other support, particularly from city government and private interests, will be necessary as 4-H expands in urban areas.

## FUNCTIONS OF 4-H

Among the basic functions of 4-H are:

a. Emphasize and conduct educational programs for youth.

b. Demonstrate youth program methods and organizational patterns.

c. Education of professional and lay leadership of youth-serving organizations and agencies.

The popular concept of 4-H is that of a highly effective and respected youth education organization. This function was recently described in an Auburn University 4-H study committee report. It said, "4-H is one of the most remarkable educational ideas of this century."

The concept of learning by doing utilizing an experimental base geared to real life situations is of inestimable value. **This positive image of 4-H must be strengthened and expanded in order to offer this experience to more youth.**

As a governmentally-sponsored program another basic function of 4-H is one of demonstration. 4-H should be a relatively high risk youth-serving educational program. It should lead the way for other youth-serving organizations by creating new and innovative programs in addition to the time-proven and successful programs already implemented.

**The government ties of 4-H plus its university-based knowledge source make it an ideal "cutting edge" educational vehicle. 4-H should demonstrate the newest and best, as a laboratory for social science research and testing.**

## BALANCED 4-H PROGRAM EXPANSION TO SERVE 7 MILLION YOUTH

The report *A People and A Spirit* recommended that the Cooperative Extension Service "maintain the 4-H program as a youth development activity for youngsters from all walks of life and all economic levels. The program should become neither a poverty program nor a strictly middle-class activity." At the same time, the report indicated that "the priority groups for increased attention must be disadvantaged youth and adults in both rural and urban settings. . .Additional resources for low-income efforts, particularly in the cities, should be sought from all possible sources . . . Increased use should be made of volunteer leaders and of indigenous paid aides and assistants."

The report also indicated a need for work with the disadvantaged and with alienated ethnic groups in those states having significant minority populations. However, it was recognized that existing commitments of state and local funds might retard activity in this area; therefore a need for federal funding to initiate and maintain viable programs was anticipated.

A recent report by the President's Task Force on Rural Development indicated that: "The manpower available to the Cooperative Extension in the States has not been sufficient to expand 4-H Club activities in keeping with either the needs or the potential benefits of particularly the 4-H Club activities. We would, therefore, urge that funds be provided to add additional 4-H agents in those non-metropolitan counties where rural poverty is greatest and where the most intensive effort will be required if our next generation of rural boys and girls is to be brought into the mainstream of American life."

Interest in the needs and problems of youth is at an unprecedented high level in Congress, the White House, with the Secretary of Agriculture, the business world, the academic social science community, and especially among youth themselves. Nearly half of the population of the United States is under the age of 20, and of these approximately two-thirds live in metropolitan areas. More than 10 million of these youth are from low-income homes with slightly more than half from metropolitan centers.

**It is recommended that Extension launch a balanced program of overall expansion of 4-H - Youth programs to serve 7 million youth annually before the close of the decade of the 1970's—1 out of 5 youth in the Nation. Concerted efforts must be made to serve youth of all races and ethnic groups, economic circumstances, and in both rural and urban areas. It is also recommended that 4-H - Youth programs be developed for boys and girls under 9 years of age.**

## YOUTH AND TEENAGE INVOLVEMENT IN 4-H

National 4-H Conference delegates have identified the same needs for three years; they want youth to help plan Extension youth programs, they want up-to-date programs, and they want the help and ideas of their age mates not previously involved in 4-H. In short, they want a piece of the action.

The delegates criticized many 4-H programs as "old fashioned," not tailored to present-day needs and interests of young people. They challenged Extension personnel and volunteer adult 4-H leaders to encourage youth to tackle critical problems such as—understanding oneself; understanding others - their viewpoints, customs, background, and prejudices; learning about American business and economics, consumer affairs; community development and environmental improvement; physical and mental health, drug abuse; world hunger and international development; helping youth in underprivileged areas. They called for changes in information programs to more effectively portray 4-H youth as concerned young people committed to action and service programs. Involvement of youth in community development, 4-H Community Service Corps, environmental improvement and international dimensions and citizenship provide vehicles for accomplishing the desired change.

4-H members and Extension personnel who work directly with them stress the necessity as well as the potential of involving large numbers of teenagers and older youth in adult-like 4-H leadership roles. Both groups emphasize the need for stepped up training of youth in leadership roles and for consultation with adults as advisors. Concern was expressed over use of autocratic methods by adults both professional youth workers and volunteers which tend to "turn off" youth.

Teenage and older youth, in particular, are searching for ways to contribute to society, to improve the general welfare, and to be involved in relevant activities. These youth are proving to be increasingly effective communicators with pre-teens.

**Recommendation—A bold new approach in Extension 4-H - Youth programming nationally and in each State. Concerted efforts should be devoted directly to the needs and interests of teenagers and older youth. These efforts would include:**

1. **major increases in the involvement of youth in shaping the 4-H program for the years ahead at local, county, State and national levels**
2. **design and implementation of personal development and citizenship education and action programs with teenagers and older youth**
3. **enlistment and training of additional thousands of teenage and older youth on a nationwide basis for adult-type 4-H leadership roles.**

## COMMUNITY DEVELOPMENT—YOUTH NEED TO BE INVOLVED

Rapid social and economic development in modern society is accentuating the need for active, effective citizens. 4-H programs related to community development provide unique opportunities for youth to share citizenship responsibilities.

Communities need youth's energy and capability in a host of urgent problem areas - from "bricks-and-mortar" community development to person-to-person involvement with their alienated peers.

Youth themselves need to be involved. They need a chance to commit themselves to some of the real and significant problems of their communities, to broaden their horizons, to expand their relationships and understanding, and to provide maturing experiences as they work at challenging, meaningful activities in which they can take pride and gain a sense of personal accomplishment.

**Recommendation—To launch the program in several States on a pilot basis initially and involve all States by the mid 1970's. A sequential set of 4-H community development projects would be designed ranging from the less complicated programs to the more advanced for teenagers and older youth.**

**4-H C.S.C. (Community Service Corps)**

Teenage and older youth can contribute significantly to developing American communities. They share as an integral part of Extension and USDA community development responsibilities. **The target is a 4-H Community Service Corps to provide an educational and action mechanism.** Youth could be paid for work in special community development projects after participation in the educational phases and following a period of volunteer service. These projects would include work with welfare agencies, local park improvement and recreation assistance, aide work in nutrition and health programs, camp counselors, hospital assistants, tutorial services and many others.

**The goal: significant number of young people should be involved in both the training and voluntary and paid work portion of the program by the mid 1970's. This unique combination of training, voluntary service, employment, and involvement in community development planning can result in a trained cadre of older youth with a real stake in the growth and life quality of their communities.**

## UNDERSTANDING AND IMPROVING THE ENVIRONMENT

The quality of our surroundings is a major national concern. The October, 1968, Congressional White Paper on a National Policy for the Environment specified that: "Education shall develop a basis of individual citizen understanding and appreciation of environmental relationships and participation in decision-making on these issues."

Youth are concerned about the environmental crisis and want a meaningful role in alleviating it.

**The Extension 4-H environmental improvement program must have high priority; staff and allocations must be commensurate with the great needs and potential of 4-H programs:**

1. **in building understanding of ecological principles of the relationships of man and his environment,**

2. **in contributing to the solutions to the problems,**

3. **in sharing citizenship responsibilities used in optimising environmental resources generally.**

The Extension 4-H environmental improvement program for the years ahead should provide opportunities for youth: (1) To use individual and group projects and practices contributing to environmental improvement: (2) to provide initiative and leadership in a wide range of environmental improvement efforts including serving in local, area and State environmental improvement organizations and agencies; (3) to explore career and educational opportunities in environment-related fields; and (4) to become gainfully employed in furthering the development and maintenance of the natural resources of the United States.

**The 4-H camping program can be geared to environmental improvement education. New and expanded 4-H environmental projects need to be developed. The 4-H environmental and conservation instructional TV series can reach millions of youth through an exciting educational method. Local 4-H groups need to be encouraged to step up their volunteer community service efforts in the environmental improvement area.**

In addition to increasing knowledge, understanding and citizenship attitudes, youth need jobs and opportunities to earn money. **Extension should develop employment opportunities for youth as part of a major expansion of 4-H environmental improvement programs.** Young people could be hired for as long as six months for local environmental improvement projects, predominantly in non-metropolitan areas.

## CITIZENSHIP, GOVERNMENT, PUBLIC AFFAIRS

The future of any nation—and especially one founded on democratic principles—depends upon how well its youth are developed as citizens. Citizenship development is an important phase of the 4-H program. It must be designed into the program.

The importance of citizenship, government and public affairs education with youth has been succinctly stated in the recent report of the ECOP Subcommittee on Public Affairs:

> "The Youth of our nation are concerned as never before with the consequences of public policy decisions which have a major bearing on their welfare. They are being referred to as the social conscience of America. Youth, too, need to be included in the public affairs educational programs to help them understand public issues, how democracy works, and how to be effective in bringing about changes in institutions and laws. Our first responsibility is to train them to be effective citizens and to exert influence in a positive way through democratic processes. Only when members of our society, young and old, are able to have meaningful, satisfying experiences in democratic action will they be able to understand and willing to protect this most important of all our institutions. We must provide them the opportunity to develop democratically as well as physically, intellectually, morally, and socially."

**A national development task force on Extension 4-H citizenship education is recommended to develop a broad range of experiences and learning materials for use throughout the country and among all 4-H age groups.**

A real stimulator of citizenship activities in thousands of local communities has been the citizenship short courses for high school age youth conducted at the National 4-H Center. **These short courses for youth, along with these for adults working with these youth should be continued. Studies should be made to determine the long range potentials, necessary staffing patterns and locations for such courses to be conducted in the future.**

## BUSINESS AND ECONOMICS

Youth need broad economic education and understanding of the American business system as they plan their future jobs, careers and education. They need this to act as intelligent consumers. As citizens, they need solid backgrounds of economic principles to act intelligently as future voters and community participants. Large numbers of the Nation's youth are apathetic (or antagonistic) to business and the economic institutions forming the bases of our way of life. Many feel this is due to the economic illiteracy of our youth and that it is dangerous both for the welfare of the individual youth and the stability of the society.

A high proportion of 4-H programs have been based on a combination of science and practical economics. Extension 4-H economics education programs in the future must build on this solid base—and go much beyond. **Deliberate efforts must be made to assure that opportunities for increasing economic understanding permeate a sizeable portion of 4-H programs. Business and economics must be considered important ingredients in 4-H curriculum and program design. New and more exciting 4-H programs must be designed and tested to bring economics to life and in understandable terms. Youth have expressed interest in 4-H economics programs that combine learning about economic principles with actual work experience.**

Many additional programs can be used in expanding the full range of business and economics education. They may involve phases of consumer education, decision making and economics-in-action short courses.

**Studies should be made of the potentials of these programs and recommendations concerning the staffing patterns, locations and funding procedures be made to the appropriate groups.**

## CAREER EXPLORATION AND MARKETABLE SKILLS AND ATTITUDES

Today's young person copes with constantly changing job demands; whether he expects to stay in his growing-up community or move to other locations. Modern business, industry, agriculture, education and social services require additional education, training and specific occupational skills.

**The recommendation is to develop a concentrated and cooperative program of career exploration, training and development of marketable skills. This program would capitalize on job and career aspects of 4-H projects and be developed in concert with schools, employers, colleges and vocational-technical institutions and State employment services.**

The program would expand opportunities for 4-H youth:

- to perfect their skills in project-related areas.
- to engage in volunteer work in a wide range of community and human service situations.
- to cooperate with local businesses, industries, and institutions in a program of work experience sampling.
- to take part in career exploration and pre-employment training.

**The primary aim of the 4-H educational program in this area is to develop a young person's capability to manage, with minimum help, his own occupational and educational development.** The development of this capability along with marketable skills does not stand isolated from other areas. Inherent in 4-H is the development of the inter-related personal characteristics and attitudes associated with demands of work situations.

## INTERNATIONAL DIMENSIONS OF 4-H

It is important that 4-H youth gain a greater understanding of international responsibilities. Given the opportunity to serve, they can make a real contribution through the international exchanges of people, ideas, philosophies and practices—especially those which increase food production, improve communities and conserve natural resources. **It is recommended that the international education content of the U.S. 4-H program be further developed by all Cooperative Extension Service entities and supporting groups.** Program details are spelled out in recommendations of the 4-H International Development Committee.

Youth under 20 years of age make up more than half of the population in the developing countries. Food production and community development in those countries will depend largely on how well youth are involved. Youth generally are more teachable than adults, more responsive, more willing to change, more venturesome. Their attitudes are more flexible. They are more likely to adopt new behavior and practices than adults. Through them, parents and community leaders can also be motivated to try new ideas.

**It is recommended that Extension launch a bold and expanded team approach to involve youth in food production and community development in the developing countries.** This team approach—hopefully with many countries—would be operated through State-Country agreements. The partnerships would join a cadre of rural community youth workers and a professional team assigned by the cooperating country with the support of U.S. 4-H youth, volunteers, State Extension Services, corporations, State and National 4-H Club Foundations, and ES, USDA.

The 4-H International Development Committee has outlined additions to the present 4-H International program that envisions longer terms and greater possibility for service. The experience and capacities of the International 4-H program staff of the National 4-H Club Foundation are to be employed in outlining the long-term roles and responsibilities for national leadership and staffing for the implementation of these programs as developed in the committee recommendations.

### 4-H International Institute

More than 85 countries in the free world have 4-H-type programs. Increasing demands for consultation and growing opportunities for improving United States relations point to the need for an international office or secretariat for 4-H type programs around the world. A small U.S. staff will be needed for the Institute, probably in the United States, to coordinate 4-H development efforts worldwide and perform clearinghouse functions.

**It is recommended that a 4-H International Institute be established and that Extension request the National 4-H Club Foundation to secure private and/or public support of this Institute.**

## PERSONAL DEVELOPMENT

Personal development relates to a feeling of self worth and the maintenance of personal identity. It includes the acquisition of positive personal goals, values and standards. The broad concept also includes learning basic attitudes for home and family living, interpersonal relationships, and creative use of leisure time.

Each past generation of youth had to learn to cope with the situations in which it found itself. Among today's youth, however, there is an increased intensity in the search for personal identity and values by which to live. The pace of change, the explosion of knowledge, instantaneous worldwide communication, and conflicts of ideologies are thrust upon youth as never before. The world's rapid population growth is forcing young adults to question their attitude toward parenthood. There is an increasing awareness of the changing role of women in our society. There is acceptance of more jointly shared roles between male and female within the home.

The shift of work from people to machines will continue to increase discretionary time available to individuals in which to choose among such opportunities as: continuing education; second jobs; volunteering; political activities; cultural interests of art, music, and drama; sports; travel; or indolence. Learning objectives would be related to assessing the effect of the choice on the quality of life and on the contribution it would make to the community.

**For these reasons, Extension 4-H - Youth programs should be reshaped to give greater emphasis to personal development, both directly and as a major focus to which other phases of 4-H contribute. It is recommended that ES establish at an early date a 4-H Developmental Committee on Personal Development to outline the important components of a comprehensive program in personal development, particularly for teenage youth.**

**It is recommended that Extension expand 4-H family life education programs in each State utilizing the resources of Extension home economics, University behavioral sciences, medical, and other appropriate staff groups in providing instructional materials in youth-parent relationships, dating, the place of human sexuality in maturing, the importance of male and female personality development, and interpersonal relationships. It is further recommended that Extension 4-H training programs be conducted in cooperation with schools, churches and social service agencies for youth preparing for marriage in such areas as family finances, division of responsibilities, carrying out family and home tasks, child care, continuing education and work outside the home.**

## FOOD-NUTRITION

**Food-nutrition should continue to be emphasized in 4-H programming and linked with Extension's Expanded Nutrition Program, particularly with low-income families. The program should be expanded to encompass both rural and urban areas.**

4-H Expanded Nutrition Programs for youth in the nation's cities and from low-income families are helping youth understand nutrition and improve the health of themselves and their families. At the same time, the program is further proving the flexibility and acceptability of 4-H programs in urban areas. This program is geared directly to a major national concern and the important USDA mission in eliminating hunger.

Food consumption and nutrition surveys indicate that youth from low-income families consume less than adequate amounts of essential nutrients. These surveys also show that teenage girls tend to have poor diets. The lowering or reduction of malnutrition requires education whether it occurs in low-income situations or among the more affluent. Youth in both rural and urban situations need to change eating habits to improve and sustain health and physical well being.

**It is recommended that the total 4-H Food-Nutrition program with youth be expanded dramatically. It is further recommended that the expansion of the program should: (1) utilize program aides in concentrated low-income situations; (2) involve youth and adults in the planning of the programs and as volunteers; (3) maximize cooperation with other nutrition and health-oriented agencies; (4) involve older youth, both as volunteers and program aides, in teaching younger children; and (5) take advantage of the rapport established by nutrition aides with low-income families to expand 4-H activities, with particular attention to involving those to be served in the planning—both youth and adults.**

## HEALTH EDUCATION

The health of children and youth is fundamental to all other aspects of their lives. Every segment of society whether rural or metropolitan, low-income or more affluent, younger children or teenage youth—all have health and fitness problems. There is need for sustained health and fitness education programs with all youth, whatever their place of residence or socio-economic status.

Lack of good health and physical fitness press especially hard on children and youth from low-income families. Teenage and older youth increasingly are confronted with difficult health decisions which affect their lives. Children and youth as well as their parents need knowledge of health and rehabilitative services which are available and need to know how to make effective use of them.

The concern for health has been a part of 4-H since its beginning. In spite of the important contributions of past 4-H health education programs, **there is a new urgency as youth seek more facts on which they can base personal health decisions on such topics as smoking, drinking, sex, drug abuse and the effects of pollution on health. Also, 4-H health education and action programs should continue to be expanded to include mental health, physical fitness, and the involvement of the physically and mentally handicapped.**

**4-H health education and action programs can make additional contributions to families and communities by involving youth in volunteer programs with health service agencies. The opportunities for youth in health-related careers should be stressed as a part of 4-H health programs.**

## EXPANDING THE 4-H YOUTH CAMPING PROGRAM

Camping has the potential of being one of the most effective of all current 4-H educational methods in the development of youth. 300,000 children and youth annually are now benefitting from one or more types of 4-H camping programs. 4-H camping provides an excellent setting for development of the individual in citizenship and leadership and in learning a wide variety of subject matter.

4-H camping must be broadened beyond its already valuable personal development and recreational aspects and advantage taken of its total educational possibilities. There are many successful examples of State, multi-county, and county special purpose 4-H camping programs focusing on health and safety, science, environment and conservation, career exploration and vocational opportunities, group dynamics and leadership, recreation leadership, music and arts, family life education, and foods and nutrition. Focusing on one topic for the entire camping period has proven especially popular with teenagers.

**It is recommended that there be continued and expanded opportunities for youth to take part in 4-H camping programs of approximately one week. At the same time strong encouragement should be given to day-camps, weekend camps, family camps, and travelling camping such as hiking, snowmobiling, bicycling, horseback riding, canoeing, bus trips, etc.**

**It is especially recommended that there be an expansion of camping for disadvantaged youth, both urban and rural.** A combination of camping patterns to serve a greatly increased number will also require greatly expanded facilities.

**Immediate steps need to be taken in each State to project 4-H camping facilities and programs needed for the period 1975-1980. Funding needs and comprehensive plans for the involvement of both the private and public sectors in provision of the facilities need to be outlined and communicated, based on anticipated increases in 4-H participation and the serving of additional low-income youth.**

Simultaneously, cooperative funding plans need to be developed to provide camperships for low-income youth annually on a nationwide basis. Public and private sector representatives should be involved in developing long-term plans and projected funding levels required to provide a solid basis for support—State, local, private, volunteer and federal. The 4-H program should designate a person or persons to represent 4-H at National and Regional American Camping Association meetings, Bureau of Outdoor Recreation, and similar groups.

## MULTI-AGENCY COOPERATION IN THE CONDUCT OF 4-H - YOUTH PROGRAMS

The primary responsibility of the Cooperative Extension Service in service to youth is through the 4-H - Youth program. In carrying out the functions of 4-H set forth earlier in this document, Extension should exert its leadership and marshall the resources from university departments and other educational institutions; the agencies of the USDA, other Federal, State and local agencies; and the private sector.

The emerging scale, scope and urgency of youth problems require collaborative relationships and coordination of efforts among the many youth-serving organizations and agencies at local, State and National levels. The Cooperative Extension Service - as a publicly-supported agency with ready access to the knowledge resources of the Land Grant Universities, the USDA and other Federal agencies can play unique roles in (1) education of professional and lay leadership of youth-serving organizations and agencies, (2) cooperating in certain multi-agency programs and/or program emphases and (3) providing readily accessible facts and situation analyses for planning purposes.

**It is recommended that Extension 4-H - Youth program development procedures and advisory committees at local, State and national levels be broadened to include more multi-agency and organization representation, including expanded representation of the private sector. It is further recommended that this expanded representation be combined with deliberate efforts to include balanced representation among the diverse clientele groups to be served.**

**Because of the potential and scale of the 4-H - Youth program, the Extension Service should play a primary role in USDA committees on youth and in liaison with Federal Departments and agencies serving youth. State Extension Services should assume similar responsibilities with Federal and state agencies at the State level and develop policies and procedures for multi-agency cooperation at the local level in the conduct of 4-H - Youth programs.**

## 4-H - YOUTH PROFESSIONAL STAFF DEVELOPMENT - 4-H PROGRAM ASSISTANTS - 4-H PROGRAM AIDES

The greatly expanded 4-H - Youth program to meet the high priority State and National concerns, and the needs of greatly expanded numbers of youth annually, will require shifts in the deployment of present staff and major increases in the numbers of newly employed Extension 4-H professional staff, 4-H program assistants and 4-H program aides. Additional competencies will be required to develop and manage a balanced program to meet the needs of youth of diverse ages, residential, socio-economic, racial and ethnic backgrounds.

**The recommendations are: (1) that criteria, status, salary scales and promotional opportunities for 4-H - Youth professional staff be comparable to other major program areas in Extension; (2) to employ 4-H program assistants and 4-H program aides to extend the reach and maximize the effectiveness of the professional staff; and (3) to develop and implement a staffing model including Extension 4-H - Youth professionals, 4-H program assistants, 4-H program aides in low-income situations, volunteer adults and youth.**

**It is recommended that State and National plans be emphasized for systematic and intensive in-service training in the diverse phases of 4-H - Youth development.** These plans should include training programs for State 4-H staff, specialists with 4-H responsibilities, program and supervisory personnel, 4-H - Youth agents, 4-H program assistants, 4-H program aides, and college students considering careers in Extension.

**It is further recommended that an Ad Hoc 4-H - Youth staff development committee be appointed to review and propose a comprehensive national plan and statement of guidelines for States and regions.**

The expanding facilities of the National 4-H Center will provide major assistance in the total staff development for 4-H Youth programs - professionals, para-professionals, key resource persons, adults, teens and older youth volunteers. **It is recommended that the Cooperative Extension Service utilize these facilities to implement appropriate components of the comprehensive staff development, with emphasis on serving the 4-H program for the 70's and future decades in the most effective and efficient manner.**

## VOLUNTEER STAFF DEVELOPMENT-ADULTS, TEENS AND OLDER YOUTH, KEY RESOURCE LEADERS

There is a tremendous return on the investment of public and private sector funds in the enlistment and education of volunteer 4-H leaders - (1) adults, (2) teens and older youth, (3) key resource individuals and organizations. Currently there are over 500,000 individuals serving in 4-H - Youth programs as members of the volunteer staff. Studies indicate that the average time devoted to 4-H by a volunteer is equivalent to 15-25 days per year. This is a national contribution approaching $200 million - more than double the current annual investment of public and private sector funds. In addition to adult and youth volunteers, there are major untapped resources of expertise among public and private organizations and agencies, businesses, industries, agricultural and civic groups—particularly to assist in the conduct of single purpose or subject programs.

**It is recommended that State 4-H Foundations and other within-State private sector groups make major increases in their support for volunteers to participate in training opportunities such as state, regional and national forums.** It is further recommended that the ES, 4-H - Youth staff take the initiative in cooperation with the 4-H - Youth Subcommittee and the 4-H Leadership Developmental Committee in developing a comprehensive plan and procedures for volunteer development, including steps for major increases and procedures for implementation of the Forums.

## LONG-RANGE 4-H PROJECT PROGRAM DEVELOPMENT

4-H Curriculum modernization must be an on-going and continuous process. This has been recognized in the statement on 4-H program development procedures approved by ECOP in April, 1968. Systematic 4-H curriculum modernization—within-State, regionally and nationally—requires management, planning, and staff time allocations to assure that relevant 4-H curricula are developed and kept up-to-date.

National, regional and within-State 4-H curriculum modernization and literature development must take advantage of the expertise and staff competencies in many university departments and disciplines as well as private sector businesses and industries.

**Each State should identify a staff member to manage the within-State 4-H project program development and provide specific and systematic linkage with national and regional plans. Likewise, each State should allocate a percentage of staff time and resources for within-State, regional and national 4-H program modernization and literature development as integral parts of State plans of work and projections.**

Private sector businesses and industries can make major contributions in the design, testing and expansion of new 4-H program and project areas in cooperation with 4-H developmental committees. Private sector support groups will be requested to give this continued high priority in terms of staff expertise as well as funds.

The ES 4-H - Youth staff will continue to take the initiative in long-range 4-H project program development and in the establishment of national 4-H developmental committees.

The 4-H - Youth Subcommittee of ECOP, the National 4-H Service Committee and the National 4-H Club Foundation will be involved along with the States in the curriculum modernization and development process.

### Regional and National 4-H Literature

Substantial savings of time can result from multi-state and national cooperative efforts in 4-H literature publication and distribution. Similar savings can be achieved in the areas of visuals and other educational aids. Such cooperative efforts will: (1) reduce duplication of specialist staff work, (2) make available more attractive and higher quality materials at lower unit costs, (3) reduce the load on individual States for processing the substantial array of educational materials needed in a growing and flexible 4-H youth program.

Appropriate literature and visuals are essential for 4-H volunteer leader development and for use by leaders in teaching 4-H youth. In addition to literature and other educational aides for use by members, materials are needed for introduction and promotion of 4-H educational programs.

**A system for periodic review and up-dating of literature and other educational aids should be instituted at all levels of the 4-H - Youth program. A definite allocation of funds is needed on a continuous basis to conduct studies of the effectiveness of specific items and types of educational aids.**

## NEW METHODS, EDUCATIONAL USE OF MEDIA AND TECHNOLOGY

Nationwide there are millions of youth who are unreached by 4-H - Youth programs and who therefore do not obtain the benefits of this program. New methods and creative use of educational media and technology can materially expand the flexibility and reach of 4-H - Youth programs. Similarly, there are thousands of adults and older youth when enlisted as volunteer 4-H leaders whose education and training could be more effectively and efficiently done by using educational media and technology.

**It is recommended that for both youth and volunteer leaders the full gamut of new methodologies be actively experimented with and applied.**

Examples of these include:

1. Portable teaching devices such as synchronized audio tapes and film strips
2. Programmed learning materials
3. Learning centers located in Extension offices
4. Using closed circuit TV and telelectures
5. Mobile demonstration and work units
6. Simulation and educational games
7. Use of local CATV and educational TV systems
8. Instruction in day camps
9. One-to-one tutoring programs
10. Exploratory quizzes and tests linked to follow-up information or educational programs
11. Use of remote terminals and computers

**It is further recommended that Extension personnel with expertise in educational methodology be utilized to coordinate the experimentation, development and application in 4-H youth programming and in essential staff training.**

### Instructional 4-H TV

Instructional 4-H TV series can and are providing significant and substantial new dimensions for serving new audiences and expanding Extension 4-H educational capacity. 4-H TV has the realistic potential of providing specific educational opportunities for 3 to 5 million youth annually on a national basis. Because of the high cost of production of quality programs and materials, national and multi-State combined efforts are vital in keeping individual 4-H TV member costs low.

To capitalize on the potential of instructional 4-H TV, regular and sustained funding is required. **It is recommended that for the next decade that funds be secured and allocated to develop and produce new 4-H TV series annually for national and/or multi-state use. It is further recommended that ES review again with ECOP and State Extension Directors procedures and policies for regular funding of 4-H TV program development, production, evaluation and documentation.**

## 4-H COMMUNICATION AND INFORMATION PROGRAMS

The doubling of Extension's 4-H - Youth program during the 1970's will require a dynamic, sustained, and modern 4-H communication and information program. An effective program which will inform our various publics about 4-H is essential to communicate with youth who need 4-H, with volunteers, with public officials, with private support groups, and with the general public.

Internal as well as external 4-H information and communication is needed. The total Extension staff and support groups need to understand modern 4-H programs and the potentials of the emerging thrusts outlined in *4-H in the 70'S*. Similarly, volunteer 4-H leaders and resource persons already involved in 4-H - Youth programs need to be kept abreast of changes and potentials of new programs and methods necessary to serve more young people.

There is broad support for 4-H among private sector businesses and industries, as well as among many governmental agencies and private institutions. This support could be greatly strengthened if adequate and competent staff were available to give concentrated attention and coordination.

**It is recommended that prompt attention be given in ES and in each State to the development and coordination of improved 4-H information and communications programs. It is further recommended that a small and rotating national 4-H information and communications committee be established.**

In many local situations, States and nationally, youth themselves have shown high interest and ability in 4-H information and communications programs. There are too few opportunities for youth in 4-H to learn about and to become effective in information and communication programs. **It is recommended that every State develop a system with youth whereby they can both develop effective communication abilities and have opportunities to function in portraying modern 4-H programs and accomplishments.**

## DOCUMENTATION OF 4-H - YOUTH PROGRAM IMPACT AND EFFECTIVENESS–ACCOUNTABILITY

There is a virtual tidal wave of strongly-supported requests building up in every local area, city, State, region and nationally for a broad array of both public and private resources and funds. Requests are mounting for everything from prenatal care, to airports, to industrial parks, to community colleges, to old people's homes. If the youth of the nation are to benefit from 4-H - Youth programs, it will take unprecedented efforts and skill by Extension to gain and continue to deserve the scale of support needed.

Large scale increases in support for 4-H programs–either public or private will require increased specificity in: (1) outlining **how** Extension proposes to use these funds and **for what** in serving youth, and (2) documenting the **impact, relevancy, effectiveness** and **efficiency** of Extension's use of resources in 4-H - Youth programs. Increased use of the concept of management by objectives will assist funding decision-makers, both public and private, as well as a more sophisticated general public who are expecting agencies to delineate clearly and to be able to defend their use or proposed use of resources.

The Cooperative Extension Service in each State and ES must accept this responsibility for 4-H program analyses, overall 4-H program reviews, and documentation of inputs and results. Similarly, national and within-State private support arms of Extension 4-H programs must be responsible for documenting and defending both requests for and use of increased private sector support.

**It is recommended that two critical steps be taken to assure that the necessary analyses and documentation are at hand at the times needed: (1) a person or persons in each State and 4-H support organization should be assigned responsibility for coordination of this work, and (2) a definite percentage of time and/or resources should be allocated to do the work.**

The SEMIS and EMIS systems, the 4-H enrollment system, Progress and Accomplishment reports, and periodic overall State and county 4-H program reviews–all should be used as important tools for analyses and documentation. Specific assignments and organizational patterns need to be built in and specified as plans are made for proposing and securing additional support and allocating resources. **All States and ES should include specific time allocations and projections for this work in POW's and POWP's for 1972 and succeeding years.**

There is need for a source of relevant situation materials and projections such as is now generally available for Extension agricultural programs. The USDA is looked to for leadership in this area and can make a major contribution with the collaboration of other Federal agencies and national organizations. Within USDA, the Extension Service and the Economic Research Service have key responsibilities in the collection, analyses, projections, publication and communication of pertinent information and trends.

(over)

Extension 4-H program planning must be based upon recognized needs and interests of youth and societal concerns for youth. There is a continuous need for readily accessible facts, situation analyses, and other information with respect to current and projected needs, problems and opportunities for youth—both metropolitan and non-metropolitan and for all socio-economic and racial-ethnic groups.

The scale and scope of the information needed for planning and decision-making is such that sustained resource allocations and staff assignments are essential if usefulness and impact are to be expected. **Full-time professional staff positions in ES and in ERS, plus funds for printing and coordination of periodic national and regional conferences, are recommended.**

**At the State level, similar appropriate staff assignments and resource allocations are needed to assist all within the State concerned with planning and guiding the development of Extension 4-H - Youth programs.**

## RESEARCH, DEVELOPMENT AND EVALUATION

Specific personnel and resource allocations for research and development (R&D) have proven to be among the most fruitful dollars spent by both private sector businesses and public agencies. The 4-H - Youth program of Extension requires such allocations if it is to anticipate the major programs needed and to demonstrate the feasibility and effectiveness of new program thrusts and modes of operation for widespread implementation.

Allocations of personnel time and funds for R and D must be recognized as "high risk." Likewise, personnel assigned must have the freedom to innovate and have solid administrative support where the risk of failure may be as great as "high payoff" success. Areas of attention for R and D in 4-H - Youth programs should not be limited to individual 4-H projects, programs or new educational methodologies, but should include the broad range of organizational patterns and systems, leadership and staff development.

**It is recommended that ES and each State allocate annually funds and personnel to R and D projects. State 4-H Foundations, the National 4-H Club Foundation and the National 4-H Service Committee should be requested to expand support for specific R and D projects. It is further recommended that the ES, 4-H - Youth staff group assist in the identification and coordination of R and D projects and in communication to all States of R and D projects being conducted.** Also, it is recommended that 4-H - Youth professional staff on study leave be encouraged to consider identified R and D Projects as possible topics for study.

Closely allied with R and D is the necessity for periodic evaluation of specific on-going or newly expanding 4-H - Youth programs, methods and procedures. Evaluation should be conducted to determine both short-term and long-term effectiveness. For example, one of the most difficult and demanding tasks of the educator today is to know for sure that his program resulted in desirable changes in the participants. To know the extent of those changes is an even greater challenge. Yet it seems imperative that these determinations be attempted in order that those who make decisions regarding resource allocations for such endeavors might have guidelines useful in determining the most effective ways to invest resources.

Modern evaluation and research tools and methods are becoming more adequate to make evaluations of changes in people. However, the tasks of making such evaluations are such that they cannot be done adequately and entirely by the practicioner during daily program operation, management and teaching. Special staff, facilities and resources are necessary to make honest and accurate evaluations of educational impact.

**It is recommended that ES, USDA and State Extension Services set aside a portion of 4-H - Youth budgets so that staff can be secured and charged with the responsibility of making scientific evaluations of the educational impact of various projects and activity programs and of various methods and techniques. It is further recommended that efforts be made to involve university academic departments, experiment stations and other external objective observers in evaluation of 4-H - Youth programs.**

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